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ABSTRACT

This 127-item annotated bibliography contains books on literacy primarily published in the United Kingdom in 1995. In addition to an annotation, each entry provides author's name, full title, number of pages, place of publication and publisher, and ISBN number and price for both hardback and paperback editions when applicable. The bibliography is divided into sections on non-educational books about literacy; reference books about literacy; and educational books about literacy. The latter section is divided into: (1) general books; (2) reading; (3) writing; (4) special needs; (5) libraries; (6) assessment; (7) adult literacy; and (8) family literacy. (CR)

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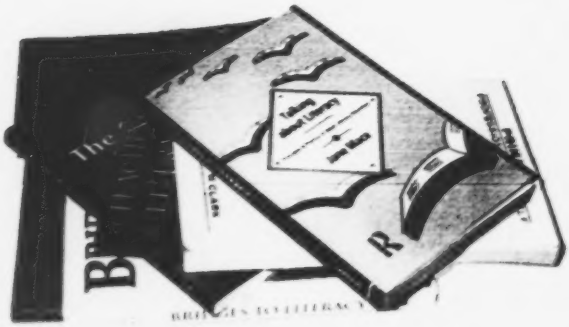
ED 425 416

The National Literacy Trust's Guide to books on literacy published during 1995

Edited by Nigel Hall

CS 013302



1996 Edition

Published by the National Literacy Trust

The **National Literacy Trust** is a registered charity which was set up in October 1993 to:

- o enhance literacy standards in the UK;
- o encourage more reading and writing for pleasure by children, young people and adults;
- o raise the profile of the importance of literacy in the context of social and technological change.

Director: Neil McClelland

The Trust holds details of over 1,000 literacy initiatives as part of its database and information service. For more information please contact: **Viv Bird/Kate Pahl**

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The National Literacy Trust's Guide to books on literacy published during 1995

Edited by

Nigel Hall

Published by The National Literacy Trust
1996

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Introduction

The origin of this book lies in a conversation which took place across a dinner table at a conference. In the course of the conversation a speaker referred to a book which sounded interesting to many of us. "When was that published?" someone asked. "About three years ago" was the response. "How come we didn't know about it" said several people at once.

Subsequent discussion revealed that discovering a useful book several years after it had been published was a common experience. Not all books get reviewed and many of those that do, get only one review in a specialist journal. Books relating to literacy derive from such a wide variety of disciplines that books often get reviewed only once in a specialist journal. In this guide we have books by anthropologists, historians, linguists, psychologists and educationalists. It is easy to miss the new appearance of a book. It is not easy, and nor is it very practicable, to get hold of every publisher's catalogue. Some publishers may produce a book relating to literacy only once every few years. How does one find out what gets published? If it is articles that you want , then they are relatively easy to trace; there are huge, up-to-date databases on almost every subject, but they do not usually include books. It is, thus, sometimes a matter of luck whether the book you would love to have ends up in your hands soon after its publication.

This guide is intended to help solve that problem. We approached many publishers, looked through many catalogues, and dissected every weekly issue of the British National Bibliography. We talked to overseas publishers and made every effort to be comprehensive. In this aim we know we have failed. There are certainly many literacy-related books out there that we have missed. Nevertheless, we did manage to assemble a collection of around 120 books published during 1995. Some publishers were exceptionally keen and sent not only books for 1995 but books published in earlier years. We admire their optimism but have been unable to include them in this guide.

Our intention is that this guide will be of use to people in many countries, not just the UK, and we have included books wherever they have been published. We would certainly like to include more from countries outside the UK, and hope that the guide can be made available outside

the UK.

This guide is a not a collection of reviews. Its purpose is not to evaluate books but to make their presence known to as many people as possible. Thus, we have been relatively neutral in writing about the books. The intention has been to write a brief amount, just sufficient to convey some idea of what each book is about. There are, however, a number of occasions when a writer's interest in, or keenness for, a particular book reveals itself - and why not!

There are some problems with producing this guide, not the least of which is defining what counts as a book about literacy. Our response has been to not worry too much about defining literacy but to err on the generous side. We would rather be generous than run the risk of not including books which are potentially useful to people. There are some things that we decided not to include. These are: biography, autobiography, literature, literary criticism, children's books, and workbooks. We would not normally include textbooks unless they are for adults and are about the teaching of literacy. However, as soon as we make a rule we have to acknowledge that we might be prepared to break it. For instance, while it is not our intention to cover biographies or autobiographies we would certainly make an exception if the subject was someone who had made a distinctive contribution to literacy and whose life story shed light on that contribution. We do not normally intend to include literary criticism, but there are books in this area which shed light on literacy in a way that goes beyond straightforward study of a particular literary work, and they would certainly be included.

A second problem is how to arrange the entries. It is tempting to create lots of categories and neatly distribute the books into them. If only it were so simple! Many books do not fit neatly into categories and the more categories one has, the more books that do not fit. As a result we have become what taxonomists would call *lumpers* rather than *splitters*. We have gone for relatively few, general categories. The major division is between 'educational books' and 'non-educational books', although even these two sub-divisions are not always easy to sustain. However, there are not so many books published that it would take too long to peruse the whole of this guide, so finding books should not be a major problem.

The entries are all arranged in a particular order. First comes the

author's name, followed by the full title. Then comes place of publication and publisher. Where a book is published in more than one country it is always the UK publisher first unless the book is not published in the UK. Then follows the hardback ISBN number and price, and then the paperback ISBN number and price (unless there is no hardback edition). If the book is published outside the UK, as most are, then follows the details for those countries.

It is worth bearing in mind two points. The first is that many new books take a while to appear in another country and often do so under a different imprint. If a book is marked as not available in your country, or that there was no information available, it is still worth checking. Changes occur all the time. The second point relates to prices. We have included prices in the UK as of December 1995, and in the US as of October 1995 (which was the latest price guide to which, at the time of publication) we had access. We suggest you always check with your bookseller for the up-to-date price of any book.

We hope you find this booklet useful. If you are a publisher, send us any relevant titles for the 1996 guide. If you are an author, make sure your latest book reaches us. And, if you know of books published during 1995 which have not been noticed in this guide, let us know, as we will be prepared to issue an update at the end of the 1996 guide.

As this is the first of what we hope will be an annual series, we would be grateful for suggestions, comments and advice. Do please feel free to contact the editor, Nigel Hall, at the following address:

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Any views contained within the book descriptions are those of the compilers and are not necessarily those of The National Literacy Trust. The entries have been written by Nigel Hall, Rob Greenhall, Julie Martello and Anne Robinson.

Non-educational books about literacy

Barrett, John and Iredale, David ***Discovering Old Handwriting*** 126p. Bucks: Shire Publications Ltd. ISBN Pb 0-7478-0268-8 £5.99.

This is a book written for those people who in the course of other pursuits (genealogy, visiting churches, amateur historical study, for instance) find themselves dealing with examples of scripts which are older and often not easy to interpret, or about which people generally wish to know more. The book is a modest size physically, but packs in a huge amount of interesting information (both in textual and illustrative form). The book functions as an effective historical survey of writing and the technology of writing. It includes sections on dates, seals and signatures, errors and languages and various phenomena associated with writing. It also includes a section offering a range of examples for readers to try out their skills.

Baynham, Mike ***Literacy Practices: Investigating Literacy In Social Contexts*** 320p. London: Longman. ISBN Hb. 0-582-087090. £40.00 ISBN Pb. 0-582 087082 £14.99.

This interesting addition to the Longman's *Language in Social Life* series argues for an understanding of literacy as situated social practice. Such an understanding requires an investigative approach to everyday uses of literacy, an approach which has both linguistic and social theory and which questions critically received ideas of literacy as a neutral set of decontextualised skills. The book begins by examining the established ideologies, metaphors and models of literacy, thereafter investigating: the range of educational and other contexts in which literacy is practised; the linguistic and social relationships between spoken and written language; and reading and writing as situated social practices. The book has a range of practical exercises and case studies to get the reader involved in investigating discrepancies between conventional concepts of literacy and the actual use of literacy.

Bennett, Andrew (Ed.) ***Readers And Reading*** London: Longman. ISBN Pb. 0-582-21289-8 £39 ISBN Pb. 0-582-21290-1 £14.99. In USA, Hb.$52.95; Pb. $22.95.

This a collection of readings from some of the most eminent theoreticians in the field of literary theory. The aim has been to provide readings which will help 'lecturers and teachers' (and, it is hoped, other interested people) keep abreast of the latest revision on literary theory, in this instance about the act of reading itself. A general

introduction introduces the notion of 'reader' and the distinctly different perspectives about 'readership' which compete for attention and belief. Although brief, this is a comprehensive introduction and is an excellent starting point for people approaching the topic for the first time. The collection of readings presents a helpful panorama of contemporary views on the nature of reading and readership.

Besnier, Niko ***Literacy, Emotion And Authority: Reading And Writing On A Polynesian Atoll*** 270p. Cambridge: Cambridge University Press. ISBN Hb. 0-521-48087-6 £35.00 ISBN Pb. 0-521-48539-8 £14.95. In the USA, Hb. $54.95; Pb. $19.95.

As literacy has been increasingly seen as a social practice, so it has become clear that different cultural groups will have distinctive ideological stances towards the status, and use, of literacy. This highly original book is one of a small but increasing number of important and detailed studies which offer a window into specific examples of literacy in use. The author analyses how a small Polynesian community, the Nukulaelae, moved from being a non-literate to a literate society in about one century. More importantly he demonstrates that literacy was not adopted as a neutral technology but was modified and transformed to meet the distinctive characteristics of this Polynesian group. This is achieved through complex examination of current uses of literacy by this group which reveal them to be steeped in literacy, but valuing and operating literacy in ways which, while as complex as forms of Western literacy practice, are nevertheless different.

Coen, Stanley ***Between Author And Reader: A Psychoanalytic Approach To Writing And Reading*** 224p. New York: Columbia University Press ISBN Hb. 0-231-07356-9 £54.00. ISBN Pb. 0-231-07357-7 £12.95. (Nb. This book appeared in 1994 in the USA and is Hb. $65.00 and Pb. $17.50.)

This book lies on the fringes of the scope of this guide. It is mostly about the analysis of literature, but as it raises some interesting questions about the nature of authorship and readership, it has been included. The first two chapters offer an exploration of the question, 'what does psychoanalysis have to do with writing and reading' and an overview of how psychology has made a contribution to understanding reading and writing. The significance of this book is that it is not a typical psychoanalytic analysis of character or plot in texts, but asks more significant questions about the relationships between writers and readers. The focus of the book is 'how readers and writers negotiate his

or her needs in their literary encounters' and the bulk of the book explores this issue in relation to a number of literary texts and their critics.

Drucker, Johanna ***The Alphabetic Labyrinth: The Letters In History And Imagination*** 320p. London: Thames and Hudson. ISBN Hb. 0-500-01608-9 £29.95. In the USA, $45.00.

There are many books about the development of the alphabet but this could well be the first which concentrates on those uses of letters and the alphabet which go beyond straightforward communication. The author explores the ways in which the alphabet has been invested with mystical, religious, mythical, magical and symbolic qualities. Writing was itself a fairly magical tool for many social groups and the author shows how explanations about the origins and significance of the alphabet gave rise to a multitude of unusual uses for letters. The author brings her account right up-to-date, showing that today graphic artists are finding inspiration in letter forms, and being as creative as people ever were in the past. This is a sumptuous book, extensively illustrated and attractively designed.

Flower, Linda and Ackerman, John ***Writers At Work: Strategies For Communicating In Business And Professional Settings*** 415p. Fort Worth, Texas: Harcourt Brace. ISBN 0-15-500007-1 $26.00 (Nb although published in the USA in 1994, this book appeared for the first time in the UK in 1995. In the USA it is $33.25.)

Although this guide will not normally feature textbooks, this particular book is also a guide to teachers and operates in an area of interest to many in the field of literacy. Linda Flowers's research on writing is well known and permeates this book. Unlike many technical manuals on how to write, this book attempts to place writing fully in the plural contexts of business and work, and to show students how language is 'inseparable from the decisions and actions of people'. The text is comprehensive and incorporates a number of features: strategies for writing, collaborative work, scenarios and situations, connections with reading and ethics, all of which recur throughout the text. British readers would find this book an illuminating example of the detail and organisation for learning that can be built into a writing textbook.

Haas, Christina ***Writing Technology: Studies On The Materiality Of Literacy*** 250p. New Jersey: Lawrence Erlbaum Associates. ISBN Hb. 0-8058-1306-3 £35.50. ISBN Pb 0-8058-1994-0 £16.95. In the USA, Hb. $50.00 and Pb. $25.00.

In this interesting book the author explores the relationship between developments in the technology associated with writing and changes in the behaviour of writers, written forms and writing functions; in other words, the effect of writing technology on writing culture. The author reminds readers that writing has always been associated with technology, indeed writing itself has to be termed a technology, an integral association which is often ignored. Such an analysis depends greatly on how one conceives both technology and writing and such issues run throughout this book. The author suggests that writing and technology constitute one another in a symbiotic relation, and the book is a powerful attempt to analyse this complex relationship.

Haley, A. ***Alphabet: The History, Evolution And Design Of The Letters We Use Today*** London: Thames and Hudson ISBN 0-500-27835-0 Pb. £12.95. In the USA it is published by Watson-Guptill at $24.95.
This is a simple introduction to the origins of individual letters of the Roman alphabet and an exploration of the visual variety of different type faces. *Alphabet* also considers how different type faces reflect the complex history of each letter. It contains a brief system of classification of type faces, an introduction to typographical terminology, sections on capital and lower-case letters, and information about numerals and punctuation marks.

Harris, Michael ***History Of Libraries In The Western World*** (4th edition) 289p. Metuchen, N.J. and London: The Scarecrow Press. ISBN Hb. 0-8108-2972-X. £20.25. In USA, Pb. $39.50.

This is a significantly revised fourth edition of this book. The role of the library in the development of Western civilisation has been an important one and this book tells the story of the origin and development of libraries in the Western world up to the present time. The author discusses the content of libraries and the conditions under which libraries flourish. He discusses how the earliest known libraries appeared in either Egypt or Mesopotania in around 300 BC. These early libraries, of course, contained clay tablets, or papyrus and leather documents rather than books. The authors offer evidence about the function of these libraries, the ways they were organised, and how they were used. As the historical account develops, so the author makes clear how libraries

were subject to the vagaries of political and social taste (as indeed they still are). This is a fascinating account of an area that is probably new to many interested in the history of the book.

Harris, Roy ***Signs Of Writing*** 185p. London: Routledge ISBN Hb. 0-415-10088-7 £35.00. In the USA, Hb. $49.95.

This is perhaps one of the major theoretical books on literacy to be published during 1995. Roy Harris's purpose is to describe a new theory of writing, an *integrational* theory, which he has derived from integrational semiology but which goes beyond notions about writing set up by Saussure and others. His integrational model is, he claims, the only model of writing to treat the sign as depending on the context in which it is produced. The model identifies three sets of factors as typically contributing to the making of any sign: biomechanical factors; macrosocial factors; and circumstantial factors. Harris discusses in great detail the relationship between his theory and other theories of writing and in the process shows clearly some limitations of well-established theories. This is a complex book, but the author is raising some truly fundamental questions about the nature of writing, and what exactly counts as writing.

Hatch, J. Amos and Wisnewski, Richard ***Life History And Narrative*** 152p. London: Falmer. ISBN Hb.0-7507-0404-7 £38.00. ISBN Pb. 0-7507-0405-5 £13.95. In the USA, Hb. $69.95; Pb. $24.95.

This is a rather specialised book and is included in this review mainly because of a general relationship between narrative and literacy. The book is a collection of chapters spanning a number of issues in what is a relatively new field of qualitative study, the investigation of life history through narrative inquiry. In fact several of the chapters use written forms of life history as their focus. In one, the relationship between audience and narrative is examined in the context of co-writing a book with parents of children with disabilities. In another it is the writing of narrative research reports which forms the focus. This is primarily a book for qualitative researchers, but as such is a very interesting, if complex one. The implications of some of the ideas in this book could be considered in conjunction with Jane Mace's new book (see page 47)

Henderson, John; Singer, Murray and Ferreira, Fernanda (Eds.) ***Reading And Language Processing*** 360p. New Jersey: Lawrence Erlbaum Associates. ISBN Pb. 0-8058-1903-7 £22.95. In the USA, Pb. $34.50.

This is one of very few books published this year which take a strictly psychological perspective of reading or writing. This book is about cognitive processing and is a deep-level work on the topic. The fifteen chapters, from experimental psychologists, cover a range of issues, from work on new paradigms in understanding language processing, through understanding new methodologies (particularly in respect of eye and pupil movements), exploration of different levels of representation (surface features, lexical properties, linguistic structures and ideal networks), and consideration of individual differences in language processing. The authors hope that these findings will extend beyond psychologists to investigators in other related fields.

Katz, Bill ***Dahl's History Of The Book*** (3rd English Edition) 328p. Metuchen, N.J. and London: The Scarecrow Press. ISBN Hb. 0-8108-2852-9. £35.55. In the USA, Hb. $39.50.

Although this is labelled as a third edition of Dahl's' 'History of the Book', it represents a new approach by Katz to the topic rather than a simple re-writing, and thus constitutes, in effect, a new book. The author treats the book as a social, cultural and political object rather than writing about it as a history of technical development. It covers a very considerable historical span, moving from the beginning of writing, to the twentieth century and the advance of a computer age. Such a span means moving quickly through a lot of information, but the book is clearly written in an accessible style, and has a useful annotated reading list. It is a book for the generalist and student rather than the specialist but as such is effective and interesting.

Khatibi, Abdelebir and Sijelmassi, Mohammed ***The Splendour Of Islamic Calligraphy*** 240p. London: Thames and Hudson. ISBN Hb. 0-500-01675-5 £38.00. In USA, $65.00.

Many people would see a book on Islamic calligraphy as having little place in a guide to books on literacy. What makes it highly appropriate is that Islamic calligraphy is embedded within the religious framework of Islam; it is not just a script but a way of representing religious truth. Thus as a literacy object it is contextualised within a complex social framework; it is given its complex social status because of this relationship with people's beliefs and values. The authors trace the

origin of Islamic calligraphy, examine its graphic components, explore the different schools and styles, explain the symbolism and show the relationship between the calligraphy and the Muslim belief in the divine origin of writing. This is a beautifully illustrated book, with glorious large, colour renditions of magnificent calligraphy. This is a revised and expanded edition of a 1976 book.

Lemke, Jay ***Textual Politics: Discourse And Social Dynamics*** 196p. London: Taylor and Francis ISBN Hb. 0748402152 £39.00; ISBN Pb. 0748402160 £12.95. Available from Taylor and Francis in the USA, Hb. $80.00; Pb. $26.00

The series editor for this book describes it as, 'a key step in the development of a political social semiotics'. In common with a number of recent works, Lemke signals clearly that traditional attempts to treat language and literacy as neutral objects or competencies completely misrepresent the deeply political construction of meanings. Through these 'meanings' people define themselves, their communities, age groups, genders and their eras in history. Even more significantly these meanings define the relationships between these aspects. Lemke examines the role of language in social controversies and in processes of social and cultural change. This a complex but very powerful book and its wide-ranging nature will make it essential reading for people working in many disciplines in which language and text play a part.

Levarie, Norma ***The Art And History Of Books (3rd Edition)*** 336p. London: The British Library ISBN Pb. 0-7123-0394-4 £19.95. Published in the USA by Oak Knoll Press, ISBN Hb. 1-884718-02-7 $45.00. ISBN Pb. 1-884718-03-5 $29.95.

The author plots the history of books from pre-book days up until the twentieth century, concentrating on the book as a designed object. She does so in relation to a range of social and technical factors: patronage, changes in printing technology, and religious and social changes. The book is substantial in its scope but concise in its treatment, making it a very readable but erudite account of the history of book design. A substantial number of carefully chosen illustrations accompany the text. Despite these illustrations being in black and white they are of superb quality and render even the smallest details clearly.

Mignolo, Walter ***The Darker Side Of The Renaissance: Literacy, Territoriality And Colonization*** 400p. Michigan: University of Michigan Press. ISBN Hb. 0-472-10327-X £33.50. In USA, Hb. $39.50.

The study of the history of literacy has been a growth area in recent years. Many of the books that have appeared are not directly studies of the history of literacy but of wider issues in which language and literacy have played a significant role. Mignolo's impressive study is essentially about colonisation, in this case the colonisation of middle America, mostly by the Spanish. The book traces the influence of European views on language and the way they influenced valuation of Amerindian languages and writing systems, and the ways alphabetic literacy replaced existing written language systems. It details how traditional ways of organising knowledge and mapping geographical space were rendered less powerful, and ultimately virtually invisible, by the forms in which Western writers and geographers imposed their perspectives on Amerindian culture.

Neuman, Susan. and McCormick, S. (Eds.) ***Single Subject Experimental Research: Applications For Literacy*** Newark, Delaware: International Reading Association. ISBN 0-87207-128-6. Price $16.00.

This is a somewhat specialised book, containing a detailed look at single subject experimental research as applied to literacy investigations. As the authors point out, such research is not case-study research, but the deliberate and careful manipulation of variables in relation to one subject. The book covers a range of possible designs in different settings and relates these to different research paradigms. Although written clearly the book does demand some knowledge of research design and statistics for it to make full sense.

Perkinson, Henry ***How Things Got Better: Speech, Writing, Printing And Cultural Change*** 192p. Westport, Conn: Bergin and Garvey. ISBN Hb. 0-89789-431-6 £44.95. Distributed in the UK by The Eurospan Group. In the US $49.95.

The author's belief is clearly reflected in his choice of title: culture improves through the procedure of critical selection. This book is an exploration of how speech, writing, printing and television have been used by human beings in facilitating cultural improvement. Such a thesis is clearly a controversial one and one which runs contrary to most recent studies in language and literacy. A section title like *Printing and the origins of rational civilisation* indicates a perspective which, as it was

the West which had printing, makes strong value judgements about the differences between Western and non-Western societies. It is noticeable that the book's bibliography included no reference at all to any of the recent anthropological or psychological work which tends to indicate that whatever differences there are, they are not ones which can be seen as worse or better. At the very least, the provocative stance of this book should engender some interesting debate.

Petrucci, Armando ***Writers And Readers in Medieval Italy*** 272p. New Haven: Yale University Press ISBN Hb. 0-300-06089-0 £20.00. In USA, $30.00.

This book consists of translations of ten papers by Petrucci that were originally published between 1972 and 1986. Charles Radding, the translator, has done literacy historians a great favour by making these papers available in English for the first time. Although essentially a paleographer, Petrucci has taken his subject away from the technical analysis of scripts towards using those scripts, and the documents which contain them, to understand cultural issues associated with reading and writing. The essays cover a wide range of topics that uncover in detail how the meanings and uses of literacy changed across the period covered by this book. What does emerge is evidence that simple distinctions between oracy and literacy do not represent adequately written medieval culture, and that different kinds of literacies existed within medieval Italian society.

Reynolds, John ***Rhetoric, Cultural Studies And Literacy*** 200p. New Jersey: Lawrence Erlbaum Associates ISBN Hb. 0-8058-1608-9 £26.95. ISBN pb.0-8058-1609-7 £13.50. In USA, Hb. $39.95. Pb. $19.95.

This book comprises a collection of papers from the 1994 conference of the Rhetoric Society of America. The title of the book was the topic of the conference. The varied collection of papers are grouped into themes: historical studies, theories of reading and writing, public/private voices and institutional concerns. Many of the chapters are complex despite being written clearly but all are relatively short.

Robinson, Andrew ***The Story Of Writing: Alphabets, Hieroglyphs And Pictograms*** 224p. London: Thames and Hudson. ISBN Hb. 0-500-01665-8 £16.95. In USA, Hb. $29.95.

The title of this book is fairly explanatory. Andrew Robinson offers a brief (but superbly illustrated) panorama of the development of writing. It is primarily concerned with the different script forms in which writing

has been found, and in the process gives explanations about how these systems worked and, where some of the older ones are concerned, tells the story of how the systems were worked out by modern scholars. The book has three major sections: how writing works, extinct writing and living writing. Each of these sections are copiously illustrated. The treatment of the different writing systems is necessarily brief but as a general book for the lay person it works extremely well.

Rosenblum, Joseph ***A Bibliographic History Of The Book: An Annotated Guide To The Literature*** 439p. Metuchen, N.J. and London: The Scarecrow Press and Pasadena, CA: Salem Press. ISBN Hb. 0-8108-3009-4 £49.50. In USA, Hb. $55.00.

There is more interest than ever before in the history of the book and this new bibliography will be a great help to students approaching the by now vast literature. Each entry in this bibliography is given an erudite summary, sometimes with evaluative comments. This bibliography offers comprehensive coverage of the book covering many technical aspects: writing surfaces, ink, typography, illustration and bookbinding; and gives extended coverage of the general history of the book. A final section covers book collecting, book selling and the private presses. This bibliography should become a standard reference work, and a first port of call for those interested in historical aspects of the book.

Rubin, Donald (Ed.) ***Composing Social Identity In Written Language*** 256p. New Jersey: Lawrence Erlbaum Associates. ISBN Hb. 0-8058-1383-7 £39.95. Pb. 0-8058-1384-5 £19.95. In USA, Hb. $59.95. Pb. $29.95.

The central theme of this book, as expressed by the editor, is that "written language reflects or conveys a writer's social identity but it also constructs or instantiates it." Conventionally the essayist tradition of writing tends to favour the hiding of identity in favour of a more neutral style of writing. What the contributors to this book show so effectively is that language loses much of its riches if identity is, so to speak, written out of existence. However the effect is greater than just losing richness, for along with the writing out of identity comes the writing out of whole social groups, and what is left behind, while claiming to be neutral, is in fact an ideological style rooted in a particular advantaged, social class position. The authors in this book between them explore the writing voices of people from many different groups, and reveal the richness that lies in admitting social identity into written language.

Snape, Robert ***Leisure And The Rise Of The Public Library*** 160p. London: Library Association Publishing. ISBN Hb. 1-85604-131-X £35.00.

In this book Snape confronts the ambivalence of the public library profession over their role as providers of a leisure service, particularly with regard to the provision of fiction. He takes an historical perspective on the role of leisure, primarily dealing with the period from the establishment of public libraries up until 1914. He starts by examining notions of leisure in the nineteenth century, considers the nature of recreational reading, and explores how public library services coped with the tension between the demand for leisure reading and the ideological commitment to education and improvement. The interest of this book clearly extends beyond those working in library services; it should interest historians of literacy and culture.

Street, Brian ***Social Literacies: Critical Approaches To Literacy In Development, Ethnography And Education*** 176p. London: Longman. ISBN Hb. 0-582-10220-0 £35.00. ISBN Pb. 0-582-10221-9 £10.99.

Somewhat surprisingly, nowhere on the cover of this book does it indicate that this book is mainly a collection of previously published papers, some published as long ago as 1988. This omittance is regrettable as many people would be attracted by the fact that it draws together for the first time a range of Street's papers on the nature of literacy as a social process. Brian Street has in recent years been one of the most influential writers about the nature of literacy and this book allows readers to see how his thinking has developed, as well as how it applies to a rich range of situations. The book is divided into a number of sections, each of which has a brief new introduction.

Swindells, Julia (Ed.) ***The Use Of Autobiography*** 192p. London: Taylor and Francis. ISBN PHb. 0748403655 £38.00; Pb. 0748403663 £12.95.

This is part of a series exploring feminist perspectives on the past and present. It contains thirteen chapters (most with two sections, each written by a different person) by authors representing a wide range of subjects and interests. The majority of the chapters are small studies of how autobiography can be read not only as the story of an individual but as a reading "of the social, cultural, and political conditions in which we read and write about ourselves." There is a very rich range of studies but some which invited immediate reading were about suffragette autobiography, gender and genre in women's letters from the second world war, and gender and iconography in the auto/biographies of Nelson and

Winnie Mandela. The editor provides an illuminating introduction to a very readable and stimulating book.

Reference books about literacy

Carter, Ronald ***Key Words In Language And Literacy*** London: Routledge ISBN Hb. 0-415-11928-6 £30.00. ISBN Pb. 0-415-11929-4 £9.99.

An A to Z of language and literacy terms which goes beyond concise definitions to include the ways in which various concepts are used 'and abused' by members of the general public, public figures and the media.

Harris, Theodore and Hodges, Richard (Eds.) ***The Literacy Dictionary: The Vocabulary Of Reading And Writing*** Newark, Delaware: International Reading Association ISBN Pb. 0-87207-138-3 $35.00.

The intent of this book is to act as a resource to help professionals and others who want information about terms used in literacy. As well as almost three hundred pages of definitions, there are some short definitional essays by significant literacy specialists, and what is called a *wordex*, which includes over 600 terms which are not given definitions but are used within other definitions. There is also a short bibliography. For all its attempts to be international, it is still an ethnocentric document; its list of common abbreviations is very North American, but as that reflects the most likely readership there should be no complaints. The production of this book has been a monumental undertaking on the part of the editors and it becomes an instant standard reference source.

Weintraub, Sam (Ed.) ***Annual Summary Of Investigations Relating To Reading*** Newark, Delaware: International Reading Association ISBN 0-87207-132-4 $27.00.

This invaluable series has been running for many years. It provides carefully written, detailed summaries of most published research in the field of reading and related areas. The scope is quite wide, ranging from easily identified conventional areas, psychology, teaching etc, to topics such as newspapers, censorship and physiology. This annual publication is without doubt a seminal source book for anyone interested in literacy. It is a great pity that there is no equivalent for writing.

Educational Books about literacy

General

Allington, Richard and Walmsley, Sean (Eds.) ***No Quick Fix: Rethinking Literacy Programs In America's Elementary Schools*** 288p. Newark, Delaware: International Reading Association and New York: Teachers College Press. ISBN Hb. 0-8077-3389-X £39.95. ISBN Pb. 0-8077-3388-1 £17.95. In USA, Hb. $44.00. Pb. $19.95.

The central thesis of this book is that a significant shift in thinking is required if efforts to help all children become literate are ever to become a reality. The various authors cover a range of issues which both analyse the nature of the problem, the ways in which people and systems have dealt with them ineffectively, and possible ways forward. While the book's main focus is centred on the situation of at-risk students, the implications extend further to the ways in which all children are helped to become readers and writers. A concluding chapter offers a very sensible analysis of what even successful programmes are not yet achieving, and examines the considerable difficulties in effecting significant change.

Barron M. and Young K. ***Ready, Set, Read and Write*** 160p. New York: John Whiley. ISBN 0-471-10283-0 £9.99. In USA, $12.95.

This book is addressed to parents of children aged 3 to 7 and offers advice on how to help them to see reading and writing as natural tools of communication. The introduction offers a brief rationale behind the activities presented in the book. These are based on the Montessori approach to education and try to make use of everyday activities and household resources. The sixty activities are clearly described under headings: Before you begin, You'll need..., What to do, and Follow-up activities.

Beanne, Eve (Ed.) ***Greater Expectations: Children Reading And Writing*** 240p. London: Cassell. ISBN Hb. 0-304-33168-6 £40.00. ISBN Pb. 0-304-33170-8 £14.99. In USA, Hb. $60.00. Pb. $20.00.

This collection of pieces explores the relationship between writing and reading, not in a mechanistic way but by allowing children to illuminate the richness of the theme. Although not all of the authors are now practising teachers, they have managed to convey the quality of the children's voices from within a variety of settings. The chapter topics include: links between reading and writing, using quality texts; getting children on the inside of marking; reflecting on gender and traditional

stories; creating reading journals; bilingual writers; and children with special educational needs. The sections: taking on texts; developing discrimination; and text and intertext, have strong introductions by the editor who also provides a thorough and illuminating introduction to the book.

Bibby, Bob and Wade, Barrie ***English And The OFSTED Experience*** 112p. London: David Fulton Publishers. ISBN 1-85346-357-4 £11.99. In USA, distributed by Taylor and Francis, Pb. $24.95.

In English schools inspections are now carried out by OFSTED (Office For Standards in Education) teams of inspectors. These inspections are relatively recent and the experience of preparing for them, and surviving the actual visits has proved traumatic for many schools. In this book the authors examine, through a series of case studies, the inside experience of being an inspector and being one of the inspected within the English area of the curriculum. Head teachers, Heads of English, English teachers, and inspectors have been interviewed and offer different and sometime contradictory accounts of the experience. The authors discuss the relationship between inspection and change and ask for a better use of the inspection data for helping schools effect improvement.

Cairney, Trevor ***Pathways To Literacy*** 224p. London: Cassell. ISBN Hb 0-304-32721-2 £40.00. ISBN Pb. 0-304-32723-9 £11.99.

This is one of the first books aimed at the classroom teacher which takes as a central theme literacy as a social practice. It synthesises a recent tradition of thinking which acknowledges that literacy is not a unidimensional skill but a set of practices reflective of different cultural beliefs and activities. Many books about literacy education tend to operate as if literacy was a neutral practice which can be uniformly taught through a set of relatively discrete skills. Cairney attempts to show how what a social perspective on literacy might look like when applied in the classroom. It is then somewhat surprising that the book is structured in a rather conventional way, because the one thing this newer perspective reveals clearly is that such a breakdown is itself indicative of an autonomous perspective on literacy and literacy education. Literacy as social practice is not neatly divided into categories such as reading, writing and assessment.

Cecil, Nancy Lee ***The Art Of Enquiry: Questioning Strategies For K-6 Classrooms*** 164p. Winnipeg, Canada: Peguis Publishers. ISBN 1-895411-74-2 Pb. £14.95. In Canada, C$16.95.

Nancy Cecil has written her book on the premise that asking the right kind of questions will enhance children's reading development. She explains the use of a taxonomy of questions and focuses attention beyond literal comprehension. She explores the kind of climate which it is important to develop if questioning is to be successful. A wide variety of questioning strategies are considered for differing grade levels and both teacher and student questions are explored. Finally the influence of differing curriculum areas on questioning is considered using examples drawn from a range of grade levels 1-6.

Clifford, Vivienne and Miles, Martin ***Acceleread, Accelewrite: A Guide To Using Talking Computers To Help Children To Read And Write*** 118p. London: tANSYST Ltd. ISBN Pb 0-86390-066-6 £29.00.

This booklet is a manual designed to help teachers make maximum and effective use of computer programmes that offer a facility to reproduce simple speech. The manual gives guidance on choosing software and lays out a fairly systematic sequence of words which the child is invited to spell when heard on the computer. A set of tear-off cards are provided for these activities.

Corcoran, John (with Carole Carlson) ***The Teacher Who Couldn't Read*** Milton Keynes: Nelson Word. ISBN Pb. 1-86024-073-9 £5.25. In the USA it is published by Focus Family, ISBN 1-56179-249-7. Pb. $15.99.

An autobiographical account of how John Corcoran progressed through school and college to become a high school teacher in spite of the fact that he experienced severe reading difficulties. With Carol Carlson, he tells the almost unbelievable story of how he constantly fooled those around him into believing he had no problems until finally, at the age of 48, he admitted his problem and sought help. Five years later he was a presidential (Bush) appointee on the *National Institute for Literacy* Board. It presents a strong phonic skills and born-again Christian rationale for reading.

Cox, Brian ***Cox On The Battle For The English National Curriculum*** 192p. London: Hodder and Stoughton. ISBN 0-340-63938-5 £12.99.

In 1991 Brian Cox wrote *Cox on Cox* which related his very negative experiences of dealing with government while he was chairing the committee whose document became the basis for English in the National

Curriculum. Now he has produced a book which continues the tale and offers yet more insights into the ways in which 'dogma, debates and behind-the-scenes manoeuvrings' have shaped the latest revision of National Curriculum, one which Cox calls, 'this slimmed-down, uninspiring curriculum'. Professor Cox does not like the new curriculum, and in the book he describes the ways in which various official agencies subverted the conclusions of the first report. In this book he reasserts his belief in the validity of the document his committee developed and expresses strongly the view that it offered a rich, varied and comprehensive curriculum for the teaching of English.

Dooley, Deborah ***Plain And Ordinary Things: Reading Women In The Writing Classroom*** 160p. Albany, New York: State University of New York Press. ISBN Hb. 0-7914-2319-0 £35.75. ISBN Pb. 0-7914-2320-4 £11.00. In USA, Hb. $44.50. Pb. $14.95.

This is a complex, provocative and enlightening book. Deborah Dooley explores women's writing in the classroom through a rich set of perspectives, drawing substantially on the history of women's writing experiences. This is not a book offering simple answers to questions about women as writers. The author brings together feminist, literary, anthropological and phenomenological perspectives in a complex analysis that is not easy to follow. Nevertheless, it repays effort, for many of the arguments raise important issues about writing. This book is partly a book of literary criticism; and chapters on Virginia Woolf, Joanna Field and Adrienne Rich occupy a substantial chunk of the book.

Fisher, Bobbi ***Thinking And Learning Together: Curriculum And Community In A Primary Classroom*** Portsmouth, New Hampshire: Heinemann. ISBN 0-435-08844-0 $25.00.

Although the title of the book seems a general one, much of the content is related to the teaching of literacy. The book is based upon Fisher's experience of teaching six-year-old children with what she terms a *generative curriculum*. The generative curriculum is one which develops as topics generate further topics of enquiry, and as they do so connections and relationships are made. British readers will find it interesting that as some US teachers and educators move towards such a model, one which has a long history in British schools, our government seeks to reduce such practices. Fisher provides a wealth of detail about her organisation and practices as well as a rich range of examples of children's work. Alongside several chapters relating to literacy are ones on math, science and social studies.

Freeman, Carole ***A Literate Community: Common Threads And Unique Patterns In Teaching And Learning*** 318p. Lanham, Maryland: The University Press of America, Inc. ISBN Hb. 0-8191-9781-5 $39.50. Distributed in the UK by The Eurospan Group £35.95.

This book is based upon classroom observations collected by the author as part of her Ph.D. An essential thesis of the book is that it is teachers and children who cooperatively create agendas for teaching and learning rather than organisations or materials. The book focuses on work done in a fourth-grade classroom and in the school library. The more ethnographic stance of the author means that the book is rich in detail and in reflective qualities. The participants in the teaching and learning process are viewed from a socio-historical context in which personal histories, beliefs and interactions create the meanings about literacy that operate in the classroom. This book is a useful addition to a relatively small number of fairly complete accounts of action teaching and learning. The book is also a useful guide to how to carry out qualitative research in classrooms.

Hall, Nigel and Robinson, Anne ***Looking At Literacy: Using Images Of Literacy To Explore The World Of Reading And Writing*** 96p. London: David Fulton Publishers ISBN 1 85346 378 7 £9.99. In USA, Portsmouth, New Hampshire: Heinemann Education ISBN 0-435-08898-X.

Many children arrive at school with rather vague ideas about the nature and purpose of literacy. This book explores one way in which children can be helped to see, literally, how literacy works. The authors suggest using some of the many fiction books (and some postcards) which feature people engaging in the act of reading and writing. The text provides copious examples of books, shows a large amount of work done by children as a result of using the books, and contains an extensive bibliography of books featuring literacy in action. One chapter is about books which show the learning of literacy, another concentrates on using books featuring animals reading and writing, while the final chapter explores books which show different types of literacy in use by people.

Kerr, Hugo ***Teaching Literacy: From Theory To Practice*** 130p. London: Minerva Press. ISBN Pb. 1-85863-365-6 £6.99.

This book is for teachers of literacy who are interested in 'theory and how it meets and informs practice in literacy work'. The theory focuses largely on cognitive psychology and draws upon the psycho-linguistic approach of Frank Smith. The author explains the theories of the mind

that underpin notions about what reading is and how it is done. He does this using accessible language and effective examples. Reading is the primary focus and reading-related topics cover issues such as 'top down and bottom up processing' and the phonics versus real books debate. The author provides evidence supporting the use of real books, paired reading, read-along and 'flash' techniques. Other topics dealt with are spelling, the teaching of adults and, to a lesser extent, writing.

Kress, Gunther ***Writing The Future: English And The Making Of A Culture Of Innovation.*** Sheffield: National Association For The Teaching Of English. ISBN Pb. 0-901291 43 9 £8.95.

This book is part biography, part analysis, part manifesto, and part vision. It is always interesting and perceptive, and the free-ranging nature of the text has a more personal style than most academic texts. The book is an attempt to map out some issues that should inform debates about the future of English. Four main claims are: that the multi-faceted context of use of English must be seen as central to understanding the nature of English; English is a foundational category for thinking as well as for representing and positioning ourselves in the world; English must become a central means of making our futures; and that the metaphors in which curriculum is discussed are being wrenched in a new direction towards notions of deployment and management of information.

McCracken, Marlene and McCracken, Robert ***Reading, Writing And Language: A Practical Guide For Primary Teachers*** (2nd edition) 295p. Winnipeg, Canada: Peguis Publishers. ISBN 1-895411-70-X Pb. £14.95. In Canada, C$16.95.

True to its sub-title this book prescribes a wide range of practical activities for teachers of language and literacy in the primary school. This is a revised edition of the authors' 1979 book and draws upon their workshops with practising teachers who have provided many of the innovations, ideas and samples of children's work used in the revision. The authors emphasise the importance of teaching and of practising in reading and writing programmes for children. Activities are meaning-centred, whole language based and employ literature and themes as the content through which literacy is learnt. Beginning reading and writing, phonics, spelling, language patterns and more are covered within this framework.

Mcrum, Ed ***Towards 2000: The Future Of Childhood, Literacy And Schooling*** 224p. London: Falmer Press. ISBN Hb 0-7507-0420-9 £35.00. ISBN Pb. 0-7507-0421-7 £13.95.

This is, no doubt, an early book in what will become a long series taking the year 2000 as a focus. This is a book whose origin is firmly rooted in reaction to political intervention in the teaching of English in the United Kingdom and as such makes interesting reading along side this year's book by Brian Cox (see page 19). Despite the word 'literacy' in the title, the emphasis is almost completely on what is read rather than what is written and the chapters, despite occasional excursions, deal with the role of literature and English teaching. While the book is heavily dominated by the new English National Curriculum, sufficiently clear examples are given from that curriculum that readers from outside the UK should be able to understand why the authors are responding as they do. The authors claim to offer readers a way forward from what they see as the restrictions of the National Curriculum, and to help teachers meet its challenges.

Meinbach, Anita; Rothlein, Liz and Fredericks, Anthony ***The Complete Guide To Thematic Units: Creating The Integrated Curriculum*** Norwood, MA: Christopher Gordon Publishers Inc. ISBN Pb. 0-926842-42-0 $28.95.

Aimed at teachers of US children, grades 1-6, this is a rationale for teaching through using a thematic approach to learning. It describes and exemplifies a range of reading and writing activities related to the exploration of cross-curricular themes. These are embedded in well developed outlines for units of work. Lesson plans and a wide range of innovative ideas for exploring both fiction and non-fiction texts are included. Chapter headings such as: Developing and using thematic units; Strategies for success; Authentic assessment; Parent and community involvement, give an indication of the aspects covered.

Moline, Steve ***I See What You Mean: Children At Work With Visual Information*** Melbourne, Australia: Longman. ISBN Pb. 0-582-80465-5 A$35.95.

Based on the fact that information texts in reference books, as well as in CD-ROM resources, contain an increasing amount of graphic information, Steve Moline has designed a resource book for teachers. It is aimed at providing ideas and practical activities which help children to both read and write information in a visual form, sometimes in addition to, and sometimes instead, of continuous text. A wide range of pupils'

examples are included. Children are helped to reflect on the most appropriate ways to present information. Teachers are encouraged to consider the teaching of this aspect of communication more seriously than in the past so as to develop children's visual literacy.

Nelson, Anne (Ed.) ***Reading Around: Six Explorations Of Literacy Classrooms*** Carlton, Victoria: Australian Reading Association. ISBN Pb 0-949512-53-4 A$ Not known.

This book is a compilation of six previously published pamphlets in the ARA series *Reading Around*. The focus of the book is language learning in all areas of the curriculum. The first two chapters take literature as a starting point for a variety of classroom practices. The next chapter explores the writing of what the authors call a *proposal* - a statement of intention about future learning. The fourth chapter explores an interactive approach to language teaching while the final chapters explore aspects of cooperative learning.

Protheroe, Robert and King, Peter ***The Challenge Of English In The National Curriculum*** 192p. London: Routledge. ISBN Pb 0-415-09061-X £11.99.

Potentially the most dramatic change of this century to have influenced the teaching of English in England has been the establishment of the National Curriculum. In this book eleven chapters cover a range of topics relating to the impact of the National Curriculum on teachers of English in secondary education. The authors pose a range of apparently long-standing questions for English teachers: What is a reading curriculum? How do we teach grammar? How can we teach Shakespeare? Can we assess and keep sane? These have been given new life as a result of specific recommendations, prescriptions, and political overtones within the new curriculum. They explore ways in which the prescriptiveness of the new curriculum can be reconciled with what is known about best practice in teaching English.

Raban-Bisby, Bridie; Brooks, Greg and Wolfendale, Sheila ***Developing Language And Literacy In The English National Curriculum*** 254p. Stoke-on-Trent: Trentham Books (in association with The United Kingdom Reading Association). ISBN Pb 1-85856-036-5 £14.95.

This collection of papers deals partly with recent policy development in England of the National Curriculum for teaching English. In the first section a critical review, placed within an international perspective, is

offered, with notable contributions from Brian Cox and from Bridie Raban-Bisby. Further sections consider aspects of implementation of the curriculum and critical exploration of some assessment issues. A further seven chapters approach the notion of development from a rather different perspective, namely from within the family. Here we see a number of new initiatives concerned with various age groups, considered alongside a review of the well documented PACT programme in Hackney, London.

Roskos, Kathy; Vukelich, Carol; Christie, James; Enz, Billie; and Neuman, Susan ***Linking Literacy And Play*** (VIDEO Package) Newark, Delaware: International Reading Association. ISBN 0-87207-136-7 $150.00.

This package contains a video, a facilitator's handbook, and ten sets of readings. The creators of this package are well known for their work on literacy and play, and this package reflects both the breadth and depth of that experience. The video and booklet are rich with insights about how to incorporate literacy into play in ways that are both natural and effective. The guide explores four areas: beliefs about literacy in play; creating literacy-enriched play environments; understanding adult roles that support literacy in play; and preserving play. The emphasis is very much on play in the earliest years, the children in the video being between four and six years, and on the teacher being supportive rather than interventionist. (For another publication on literacy and play see page 35)

Stern, Deborah ***Teaching English So It Matters: Creating Curriculum For And With High School Students*** California: Corwen Press, Inc. ISBN Pb. 0-8039-6183-9 £24.50. In USA, $35.00.

Deborah Stern is a Chicago high school teacher and this book is the result of five years work with culturally diverse, inner-city children. In the book she develops her ideas about what she terms the 'cocreative' approach to teaching, one which is summarised as 'teaching with, not to my students'. The book has three chapters which give a background to the approach, but the bulk of the book is given over to instructional notes, student handouts and, particularly, a large number of complete units of instruction.

Wray, D. ***English 7-11: Developing Primary Teaching Skills*** London: Routledge ISBN 0-415-10427-0 £10.99.

This book is part of the *Curriculum in Practice* series aimed at students and qualified teachers looking to improve their teaching within the

National Curriculum. It is designed as an interactive text, and readers are expected to carry out activities and make observations as they progress though the book. As such it can be used in group activities where the results can be shared to greater effect. The book is divided into units for study. Unit 1: What counts as English language teaching in the primary school? Unit 2: The teaching and learning of literacy. Units 3 to 5 consider aspects of the processing of language and Unit 6 looks at literacy in classrooms. Units 7 to 9 consider various aspects of text. Finally, Unit 10 explores the role of the teacher of language and literacy.

Reading

Barbieri, Maureen ***Sounds From The Heart: Learning To Listen To Girls*** 249p. Portsmouth, New Hampshire: Heinemann. ISBN Pb. 0-435-08843-2 $18.00.

This book addresses gender issues in the context of literacy education and the use of literacy. It is a book about girls in the educational process, in both co-educational and single sex classrooms; about their special experiences, self-concepts, expectations, conflicts, social roles and behaviours; about their characteristically self-effacing dispositions and unwillingness to take risks. The focus is on the role of literacy in girls' lives, and particularly the author's innovative efforts to confront gender issues in her teaching. She aimed to develop and resource a curriculum policy and style based on the work of Graves and Murray, to encourage girls to assert a truer voice and a more independent and challenging approach to ideas through their talking, reading and writing. The book is at once the story of Barbieri's discovery of *affective* literacy education, and the story of the girls whose development of self-value and of participation in the world through literature and their own writing confirms that story.

Brown, Maude and Williams, Alex ***Eager Readers: A Whole Language Approach To Literacy In The Primary School Through Using Big-Books*** Giant Steps but sole distribution by Madeleine Lindley Ltd. (0161 620 3001) (This book has no ISBN)

A booklet about the rationale and practicalities of using home-made Big Books with young readers. Big Books are described as large-scale books made from non-reading scheme material and laminated to enable the use of non-permanent markers for illustrating teaching points. The rationale is presented within the authors' interpretation of the High Scope approach to the curriculum. A range of activities are described, as

is the making of the books. Sections on the criteria for selecting books and on assessment are also included.

Butler, Dorothy ***Babies Need Books*** (3rd Edition) 288p. London: Penguin Books. ISBN Pb. 0-14-015679-8 £7.99.

This is the third edition of a book first published in 1980 by Bodley Head. It has been revised but not substantially changed. It is addressed to parents and provides a readable rationale for introducing babies to books almost as soon as they can take notice of their surroundings. Four hundred and eighty five books are described, two hundred and twenty nine of which are new additions in this edition. The book also contains a collection of anecdotes which are interesting and informative.

Campbell, Robin ***Reading In The Early Years Handbook*** 192p. Buckingham: Open University Press ISBN Hb 0-335 19310-2 £40.00. ISBN Pb 0-335 19309 9 £12.99. In USA, Pb. $12.99.

This is a reference text in which sixty topics relating to reading are presented alphabetically. The comprehensive list of topics deals with all aspects of young children learning to read and ranges from 'apprenticeship approach' to 'nursery rhymes' to 'whole language'. The text also deals with organisational issues such as 'classroom management' and 'time for literacy'. Additionally, several topics have 'In the classroom' sections where examples are used to highlight the particular focus. Each of the topics covered is followed by suggestions for further reading. This comprehensive survey of the field is presented in a format that provides easy access for readers.

Fox, Geoff (Ed.) ***Celebrating Children's Literature In Education*** 272p. London: Hodder and Stoughton ISBN 0-340-61863-9 Pb. £12.99. In the USA it is published by Teachers College Press, ISBN Pb. 0-8077-3487-X $22.95.

This is a collection of articles to celebrate twenty-five years' publication of the journal *Children's Literature in Education*. Geoff Fox has made the selection of contributions from past journals to reflect some of the changes which have taken place in the field of children's books since 1970. He searched particularly for what he calls *distinctive voices* in the hope that what they have to say will be as, 'informative, interesting and even as provocative now as when they were first heard'. There are major contributions from a powerful group of authors which includes: Ted Hughes, Perry Nodelman, Geoffrey Trease, Brian Earnshaw, Brian Merrick, Charles Causley, Vernon Scannell, Rosemary

Sutcliff, Phillipa Pearce, Margaret Meek and Adrian Chambers. This volume makes available to the general reader a rich range of material which has so far been accessible only to readers of *Child Literature in Education.*

Funnell, Elaine and Stuart, Morag (Eds.) ***Learning To Read: Psychology In The Classroom*** 208p. Oxford: Blackwell Publishers Ltd. ISBN Hb. 0-631 19132-1 £40.00. ISBN Pb. 0-631-19133-X £12.99.

This collection has been brought together on the premise that experimental psychology has a contribution to make to educational practice but that its exponents have been relatively unsuccessful in communicating the nature of these contributions. This book therefore sets out to bridge the gap by providing a range of accounts detailing where experimental psychology has a role in helping children and teachers. After an opening chapter which ranges across the strengths and weakness of a variety of pedagogical positions, the remaining chapters are much more tightly linked to the concerns of experimental psychology, which is why the emphasis is on word recognition, phonological skills and children who fail to learn to read.

Grenfell, Michael (Ed.) ***Reflections On Reading From GCSE to 'A' Level*** 98p. London: Centre For Information On Language Teaching. ISBN Pb. 1 874016 48 8. £15.00.

This booklet examines the place of reading in the teaching of modern languages. It contains four main chapters. The first is an introduction by the editor which examines issues relating to reading and modern language teaching. Then follows three chapters by practitioners: reading - from beginners to intermediate; reading French from GCSE to 'A' level; and reading literary texts at 'A' level, which consists of three case studies. It not often that one sees a book about reading at advanced levels in foreign language teaching so this one is very welcome.

Hill, Bonnie; Johnson, Nancy and Schlick Noe, Katherine (Eds.) ***Literature Circles And Response*** 256p. Norwood, MA: Christopher Gordon Publishers, inc. ISBN Pb.0-926842-48-X. $28.95.

This book is about ways of deepening children's engagement with literature, through *literature circles*: small discussion groups about books. The essential feature is that they offer support to children to explore and develop understanding about books by engaging in dialogue. The emphasis is on empowering the ideas that students bring to text rather than dictating to children what are appropriate responses to literature.

The fourteen chapters in this book cover a rich range of issues relating to literature circles, including scaffolding, what to do when the dialogue flounders, choosing books for literature circles, assessing contributions in literature circles, and most importantly for teachers, about learning to share control with children. This is a very comprehensive book, but the emphasis is on procedures rather than actual children's contributions. For a book that is about getting children to bring their own responses to literature there are surprisingly few examples of them actually doing it.

Hillel, Margot and Mappin, Alf ***Choosing And Using Literature***
Carlton, Victoria: Curriculum Corporation. ISBN Pb. 1-86366-265-0 A$24.95.

A commentary on fiction books for children in lower primary to upper secondary classes in Australian schools. Written in response to the need for information about the appropriateness of particular books for particular readers, it includes descriptions of the books and practical ideas for working with the books. It has been written with an Australian audience in mind and it is mostly Australian authors who are featured. The specificity of the titles limits the extent to which the book could be useful to people without access to those titles. It is likely to be used only by the Australian audience for which it was intended.

Hunt, George ***Reading: Key Stage Two (Scottish Levels C-E)***
Leamington Spa: Scholastic. ISBN Pb. 0-590-53368-1 £11.99.

This is one of the *Curriculum Bank* series which provides information to help teachers prepare schemes of work and contains a bank of practical ideas. This particular book focuses on ideas to help children become effective independent readers in the upper primary phase. It covers a range of reading materials: fiction, non-fiction, poetry, and media texts. It includes structured lesson plans, differentiation for varied levels of ability, activities for assessment and photocopiable work sheets. A useful resource for students and beginning teachers.

Kaywell, Joan (Ed.) ***Adolescent Literature As A Complement To The Classics Vol 2*** 296p. Norwood, MA: Christopher Gordon Publishers, inc. ISBN Pb.0-926842-43-9 (Nb. Vol 1 was published in 1993).

The second of a two volume set presents a collection of specially commissioned articles on the teaching of contemporary literary texts to young students. The unifying concern is to develop an informed and consistent policy in which young-adult novels serve as bridges to give middle and high school students access to standard classics that often

prove intimidating in terms of language and experience. The approach matches classic texts of different literary genres to young adult novels which share a dominant theme, such as war, prejudice, and heroism. Volume 2 is essentially a supplement, generated by the success of the first collection and sustains the formula of the first. All the contributors are leading specialists in adolescent literature and all chapters aim to justify and develop coherent activity programmes which not only interrelate the parallel texts, but also reflect current critical approaches such as *reader-response theory* and *world literature*.

Kropp, Paul and Cooling, Wendy ***The Reading Solution*** 256p. London: Penguin Books. ISBN 0-14-023573-6 £9.99.

This book, (which is an Anglicised edition of an American original) is addressed to parents of children of all ages, levels of interest and ability. It is aimed at helping to develop understanding about readers' reading needs and provides a wide range of suggested reading in both fiction and non-fiction. Each section provides information and practical advice but has, alongside in the margins, other bits of information - statistics, summaries of research, useful addresses and comments from other parents.

Lowe, Kaye (Ed.) (Rev. 1995) ***Growing Into Readers*** Newtown, Australia: Primary English Teaching Association. ISBN 1 875622 12 8

This edited collection of contributions from a group of Kindergarten-Grade 6 teachers has been written to encourage teachers to reconsider what is happening in the name of reading in their classrooms. Each short chapter touches on a different aspect of reading. There are chapters as diverse as: When growing into reading does not happen; Learning to read with literature and grapho-phonics; and, A link in the reading process. These are underpinned by shared beliefs about children as decision-makers, having ownership and responsibility for their learning. It offers a brief introduction to some current ideas about the teaching of reading.

Marriot, Stuart ***Read On: Using Fiction In The Primary School*** 128p. London: Paul Chapman Publishing. ISBN Pb. 1-85396-286-4 £14.95.

The unifying concern of this book is to develop both a rationale and a strategy for the most effective provision and use of fiction in the primary school. Important sections develop a broad theoretical perspective through consideration of: the personal, social, intellectual and curricular benefits for young readers of good experiences of stories; the relevant policy concerns of the National Curriculum, and received ideas about how young readers respond to narrative texts. Interrelated sections explore

the practical implications with particular reference to: recent reports; actual practices in schools, issues of resourcing, organisation and access; and policy development for the matched selection and effective use of fiction in diverse learning situations in classrooms. Finally, a range of specific texts is considered in ways which closely relate practical and theoretical issues to the inherent qualities of each text.

May, Jill ***Children's Literature And Critical Theory*** 243p. Oxford: Oxford University Press. ISBN Hb. 0-19-509584-7 £22.50. ISBN Pb.0-19-509585-5 £12.99. In USA, Hb.$29.99; Pb. $16.95.

This book is about the use of literature in the elementary school programme. It is, especially, a plea for the use of critical theory becoming an integral component in helping teachers and student teachers to understand both children's literature and how it can be used with children in the classroom. The book contains many extracts written by teachers and students about their understanding and use of children's literature. This book could play an important role in alerting teachers to much richer ways of understanding children's literature than are often available to children in classrooms. It uses a lot of American children's books as source material but many are world-wide favourites so it should certainly be of interest to more than US teachers.

Moore, Maggie and Wade, Barrie ***Supporting Readers: School And Classroom Strategies*** 128p. London: David Fulton Publishers. ISBN 1-85346-372-8 £12.99.

This book examines current techniques in the teaching of reading for children who are experiencing difficulty after the first years of schooling. The authors' aim is to encourage teachers to offer a wide range of strategies, opportunities and challenges to children. Based on a whole language approach to the three attainment targets of Speaking and Listening, Reading and Writing, the authors advocate methods for use in mainstream classes which, they claim, achieve dramatically better results than those observed with traditional structured approaches. The readership for this book includes teachers of reading in the early years, teachers of special educational needs, student teachers and tertiary educators.

Owen, Pamela and Pumfrey, Peter (Eds.) ***Children Learning To Read: International Concerns. Vol 1. Emergent And Developing Readers: Messages For Teachers*** 212p. London: Falmer. ISBN Hb. 0-7507-0363-6 £38.00. ISBN Pb. 0-7507-0364-4 £13.95. In the USA it is distributed by

Taylor and Francis, Hb. $75.99. Pb. $24.95.

Owen, Pamela and Pumfrey, Peter (1995) ***Children Learning To Read: International Concerns. Vol 2. Curriculum And Assessment: Messages For Teachers*** 228p. London: Falmer. ISBN Hb. 0-7507-0365-2 £38.00. ISBN Pb. 0-7507-0366-0 £13.95. In the USA it is distributed by Taylor and Francis, Hb. $75.99. Pb. $29.95.

These books emerged out of two conferences concerned with integrating international and interdisciplinary views about, the nature of emergent reading, the ways in which it can be developed, and how development can be assessed. Between them these two books have twenty-four chapters divided among major sections: the importance of phonological awareness, wider concerns, curriculum concerns and assessment. While the chapters are immensely varied in topic and style, all of them have sections in which specific implications for classroom practice have been picked out.

Redfern, Angela ***Reading: Key Stage One*** Leamington Spa: Scholastic ISBN Pb. 0-590-53365-7 £11.99.

One of the 'Curriculum Bank' series which provides information to help teachers prepare schemes of work and contains a bank of practical ideas. This particular book focuses on ideas to help children become effective readers from the beginning of school. Like its companion book, it covers a range of reading materials: fiction, non-fiction, poetry, media texts. There is a useful section on ideas for using environmental print. It includes structured lesson plans, differentiation for varied levels of ability, activities for assessment and photocopiable work sheets.

Roser, Nancy and Martinez, Miriam ***Book Talk And Beyond: Children And Teachers Respond To Literature*** 320p. Newark, Delaware: International Reading Association ISBN 0-87207-129-4 $19.00.

Book Talk and Beyond is an edited collection of papers based on the common belief that talking about books being read enhances the understanding and the enjoyment of them. Roser and Martinez, along with their thirty-nine co-writers, focus on a wide range of book-related topics and provide both theoretical justification and practical ideas for developing teachers' and K- 6 children's ability to explore books though detailed and focused discussions. The book is divided into sections: Getting ready for story talk; The tools for story talk; Guiding book talk; and, Other responses to literature. These explore the kind of knowledge teachers themselves need to develop about books, the kind of situations

in which book talk is most productive, the kind of questions which enable thinking to occur, the importance of choosing the right kind of books and a range of imaginative ways of responding to the reading.

Samway, K. D., Whang, G. and Pippitt, M. ***Buddy Reading: Cross-age Tutoring in a Multicultural School*** 145p. Portsmouth, NH: Heinemann. ISBN Pb 0-435-08840-8 $16.00.

Samway and her colleagues report on a reading programme which began with a single child who was underachieving. An experiment in which he worked as a tutor to younger children was so successful that the idea was extended to become a cross-age tutoring programme involving fifth and sixth grade students working with first and second grade children. What makes this programme of special interest is the way the experience lead to exploration of the reading process with the older children. In discussion sessions and preparation for the reading activities, the older pupils considered how young children learn to read and explored a wide range of strategies for helping and encouraging beginners. Practical advice on setting up similar programmes is included in the book.

Yates, Irene ***Reading Success*** 128p. Leamington Spa: Scholastic. ISBN Pb 0-590-53322-3 £7.99.

This book is one of the *Bright Ideas* series. The book contains a large collection of activities, each of which is presented to a standard formula: objective, group size, age range, what you need, what to do and follow-up. The activities are grouped in sections: getting them reading, keeping them reading, and response to reading. The author claims that the activities make the task of learning to read varied and interesting. The activities span different age groups and abilities of the primary school.

Writing

Andrew, Moira ***Bright Ideas: Writing And Making Books*** 128p. Leamington Spa: Scholastic ISBN 0-590-5330-9 £7.99.

This new addition to the *Bright Ideas* collection follows the now familiar format. It includes practical ideas for teaching, suggestions for resources and instructions for activities clearly explained. The focus is rather more on ideas for book making than on the children's writing, but these ideas would clearly act as a stimulus and motivate children's written work. The range of ideas includes simple folding books, shape books, zig-zag and kaleidoscope books. The range of skills involved link

with the curriculum in art, design and technology as well as English.

Anson, Chris and Beach, Richard ***Journals In The Writing Classroom: Writing To Learn*** 216p. Norwood, MA: Christopher Gordon Publishers, inc. ISBN 0-92684-33-1 $25.95.

This is a detailed and comprehensive book about journal writing in secondary and higher education. The opening chapter offers a useful contextual account of journals while the second chapter provides a very thorough examination of the various purposes - educational, cognitive, social - for using journals. The authors then offer a comprehensive exploration of a range of types of journals and how they might be used if introduced into classrooms. The authors include an interesting chapter on the use of journals from a variety of other sources and issues. Finally they explore responses to student journals. The emphasis in the book is on treating journal writing as a meaning-centred rather than instructional task, and on respecting the identity of individual student voices.

Batchelor, Tony ***Writing Across The Curriculum. Book 1. Geography: Challenging The Physical Elements*** Berkshire: Batchwood Books. ISBN Pb. 0-95255400-3 £6.75.

This pamphlet offers suggestions about how to integrate geography and creative writing. The author offers general suggestions about writing and then offers a series of sections each of which has a geographical theme at its centre. It includes some photocopiable sheets.

Beard, Roger (Ed.) ***Rhyme, Reading and Writing*** London: Hodder and Stoughton ISBN 0-340-62731-X £10.99.

Much attention has in recent years been focussed upon the role of rhyme in developing literacy. This modest-sized but interesting book contains chapters by people with a variety of interests in the use of rhyme in education. These include a linguists, poets, a psychologist, educationalists, and a folklorist. All this amounts to an enterprising and entertaining book.

Bright, Robin ***Writing Instruction In The Intermediate Grades: What Is Said; What Is Done: What Is Understood*** Newark, Delaware: International Reading Association. ISBN 0-87207-124-3 $13.00.

The last decade has been one of considerable excitement for teacher of writing, but the emphasis has been much more on beginning writing than on developing writing once a good start has been made. This book, by a Canadian author, is an account of her journey towards an understanding of

how children's experiences of writing can inform teaching practice. In the process the author offers a brief overview of a rich range of areas and issues for teachers of intermediate grades. The author makes considerable use of children's own reflection on their writing and their writing experience. Although a modest sized book, the way in which so much emphasis is put on children's perceptions and experience gives it a distinctive stance on writing instruction.

Hall, Nigel and Robinson, Anne ***Exploring Writing And Play In The Early Years*** 144p. London: David Fulton Publishers. ISBN 1 85346 379 5 £11.99. Available in USA from Taylor and Francis, $22.95.

This the first ever book about play and writing, and one of the very few books about literacy and play. The authors review the history of the relationship between socio-dramatic play and writing and then offer three ways of considering links between them. They explore the relationship between socio-dramatic play and narrative, arguing that in such play children are authoring narratives in speech. They explore what happens when children have the opportunity to include in their play a variety of literacy-related artifacts. The largest section of the book is a comprehensive case study of a class of six-year-olds whose play area was a garage. Through this area the children were introduced to a large number of written forms, all of which were set in events that occurred in ways that seemed natural to the children. (For another publication about play and literacy see page 25)

Hillocks, George ***Teaching Writing As Reflective Practice*** 264p. New York: Teachers College Press. ISBN Hb 0-8077-3434-9 £36.95. Pb. 0-8077-3433-0 $16.95. Distributed in the UK by The Eurospan Group.

This book, about writing in secondary and higher education, starts with an important claim that writing is at the heart of education. The author's background is that of an experimentalist where writing research has been concerned, but one of his major concerns in this book is to go beyond the destructive counter claims that often exist between proponents of different theoretical positions, and explore where these positions can be integrated into something more powerful for helping developing writers. This is a very readable book; it is also a book with great depth and is often a provocative text in the way it asks us to look differently at the act of writing. Although about writing with older age groups, most of this book has considerable interest for teachers at all levels. The ultimate aim of the book is to help teachers and much of it is directed to exploring ways in which the deeper level issues can be manifested in

practical situations to the benefit of learners.

Lewis, Maureen and Wray, David ***Developing Children's Non-Fiction Writing : Working With Writing Frames*** 160p. Leamington Spa: Scholastic. ISBN 0-590-53388-6. £9.99.

The focus of the book is on non-fiction writing in primary classrooms. It is a product of the Exeter Extending Literacy Project (EXEL) which is directed by David Wray and on which Maureen Lewis is a research fellow. It offers teachers information about ways of helping children to structure their non-fiction writing through the use of simple writing frames which provide a type of genre outline for the children. There are clear explanations about the structures and language features of a range of genres. There are examples of children's writing which illustrate the use of the writing frames. This book will be valuable for student teachers and those who are new to the idea of genre as related to the English National Curriculum writing requirements.

Myers, Prue ***Movement Into Writing*** 204p. Bolton: Jarvis Print. ISBN 1-899-15701-8 £15.00.

This is a manual for a handwriting scheme which consists of general information about teaching handwriting and resources for photocopiable worksheets. The information is quite detailed and includes demonstrations of sitting positions, how to hold the writing implements and advice for teaching left-handed children. The writing style introduced at the earliest stage is recommended as being easily transferable to cursive writing.

Peach, Linden, and Burton, Angela ***English As A Creative Art: Literary Concepts Linked To Creative Writing*** 160p. London: David Fulton. ISBN Pb. 1-85346-368-X. £12.99.

This book is written for students of English literature and language, teachers, student teachers and teacher educators and provides an examination of modern literary theory and critical appreciation from the perspective of the creative writer. The authors aim to use concepts drawn from literary theory to help students develop critical insights into their own writing. They provide writing exercises and critical activities which are based on a wide range of text types and are designed to develop students' understanding of the issues and problems raised by modern theory for both the critic and the writer.

Petraglia, Joseph ***Reconceiving Writing, Rethinking Writing Instruction*** 288p. New Jersey: Lawrence Erlbaum Associates. ISBN Hb. 0-8058-1691-7 £33.50. ISBN Pb.0-8058-1692-5 £14.95.

The thesis of the papers in this edited collection is that any notion of writing instruction which aims to teach writing as a set of decontextualised skills that transcend content boundaries is an inadequate model and bears too little relationship to research. The various contributors take this central theme and examine it from a number of perspectives. Some explore how it became a dominant form of writing instruction, others ask about the extent to which such skills actually transfer successfully to other situations, and some ask deeper level questions about the relationship between writing instruction and what is currently known about the nature of being a reader and writer. The book deals mostly with writing in secondary and higher education but many of the ideas have just as much applicability to the writing education of younger children.

Redfern, Angela ***Handwriting Activities*** 144p. Leamington Spa: Scholastic. ISBN Pb. 0-590-53106-9 £9.99.

A set of photocopiable worksheets which progress from simple writing patterns though to 'Calligraphy'. The latter consists only of bordered sheets to contain the writing. There are no examples of different types of penmanship.

Sassoon, Rosemary (Rev ed. 1995) ***The Practical Guide To Children's Handwriting*** 110p. London: Hodder and Stoughton. ISBN 0 340 630965 Price £10.99.

This is a well established book, now moving to a revised third edition. Part one contains a number of background chapters relating to the teaching of handwriting, a comparison of different styles, and some problems encountered by certain children. The second section offers detailed advice on teaching handwriting, while the third offers a useful developmental analysis of children's handwriting.

Tasker, Daphne ***From Talking To Handwriting*** 144p. London: John Murray. ISBN Pb.0-7195-7134-0 £12.99.

This is essentially a set of worksheets enabling children to practise their hand writing skills. In the brief introduction the author provides guidance on a strategy to teach names, shapes and sounds of letters and advice on assessment.

Tate, Gary, Corbett, Edward and Myers, Nancy (Eds.) ***The Writing Teacher's Sourcebook*** (3rd Edition) 417p. Oxford: Oxford University Press. ISBN Pb 0-19-508306-7. £14.99. (1995 in the UK but originally published 1994 in USA.)

This a collection of thirty seven articles which have pedagogy as their central concern. Thus, they have been elected to be of practical use to classroom teachers of writing. The *writing teachers* of the title are secondary and higher education teachers. The collection of papers i divided into nine sections covering the topics: perspectives, teachers, classrooms, composing and revising, assigning and responding, audiences, styles, basic writing and computers. As a collection it is fairly topical and comprehensive. The book also includes a section *additional resources* which directs readers to writing journals and additional reading.

Special needs

Allen, Janet ***It's Never Too Late: Leading Adolescents To Lifelong Literacy*** 218p. Portsmouth, New Hampshire: Heinemann. ISBN 0-434-08839-4. $20.00

Allen's book is a compelling synthesis of three distinct approaches to the issues involved in remedial literacy education. Firstly, it works as a subjective and professionally reflective autobiographical memoir of twenty years experience teaching high schools students who were *at-risk* where literacy was concerned. Secondly, it is a research report on the same classroom experience, extensively documented by case studies and by reference to the work of other writers in the field, and which examines the cognitive, social, and affective issues involved in the failure to develop adequate confidence and competence in reading and writing. Thirdly, it functions as a practitioner's manual of whole language policies, resources, environments, activities, and step-by-step strategies for promoting and supporting the development of literacy competence of *at-risk* students for whom remediation has too often arrived too late.

Alston, Jean ***Assessing And Promoting Writing Skills*** (rev. ed.) 128p. Tamworth: NASEN. ISBN Pb 0-906730-71-6. £15.50

This is a revised edition of a book originally published in 1993. The book is aimed at teachers of children who are having difficulties. It ranges across many topics, paying special attention to handwriting, spelling, punctuation and grammatical features. The author's stance is revealed early on by a set of six principles, all of which place particular importance on the provision of carefully structured experiences. The book

shows how these principles can be applied by teachers.

Augur, Jean ***"This book doesn't make sens, cens, sns, scens sense." (Living and learning with dyslexia)*** 130p. London: Whurr Publishers Limited. ISBN Pb. 1-897635-13-3. £9.95.

This short book was originally published in 1981 but is now re-issued and slightly revised. Half the book tells the story of how the author began to recognise that her three sons were not succeeding with reading and how, gradually, a diagnosis of dyslexia was made. It outlines something of the difficulties parents have in understanding what happens to a child when it is dyslexic. The second half of the book covers a range of ideas about how parents and teachers can help dyslexic children.

Bertrand, John and Stice, Carole (Eds.) ***Empowering Children At Risk Of School Failure: A Better Way*** 216p. Norwood, MA: Christopher Gordon Publishers, inc. ISBN Pb. 0-926842-45-5. $26.95.

Although the title does not indicate it, this is a book about language and literacy. The thesis of all the chapters in the book is that education at present fails some children - indeed even creates failures - but that there are ways of creating language and literacy rich classrooms that work well such children. The various authors share an interest in creating classrooms which empower students and offer them a more meaningful experience of learning. The book is also about the intellectual movement of the various teacher authors as they progressed from traditional patterns of teaching to more adventurous, holistic strategies. The topics include home-school partnerships, whole language, English as a second language, and children in rural and inner city settings.

Carrasquillo, Angela and Rodriguez, Vivian ***Language Minority Students In The Mainstream Classroom*** 184p. Clevedon: Multilingual Matters. ISBN Hb. 1-85359-298-6 £35.00. ISBN Pb. 1-85359-297-8 £12.95. In the USA, Hb. $69.00. Pb. $24.99.

While this book does not feature a literacy-related term in the title, the contents actually contain a wealth of material about limited English proficient students and literacy. Chapters six to nine focus mostly on the use of literacy in educational settings, while chapter five offers a general account of the relationships between oral and written language. These chapters help to remedy the relatively little attention that has been paid to literacy and bilingual children. The book as a whole, while

primarily about LEP students in the US, has considerable relevance to all teachers of language minority children.

Kibby, Michael ***Practical Steps For Informing Literacy Instruction: A Diagnostic Decision-Making Model*** Newark, Delaware: International Reading Association. ISBN 0-87207-133-2 $12.00.

This small monograph represents an attempt by the author to help classroom teachers make more effective diagnoses of reading difficulty, particularly in settings which are holistic rather than tightly structured. The author first overviews his diagnostic model and then takes the reader through its various stages, finishing with exploring implications for appropriate instruction. The booklet then concludes with a case study of one child. The model is fairly detailed but the flow-chart presentation of the model should help teachers understand it and apply it fairly easily.

Shiel, Gary; Ni Dhalíagh, Ursula, and O'Reilly, Bryan (Eds.) ***Reading Development To Age 15: Overcoming Difficulties*** 261p. Dublin: Reading Association of Ireland. No ISBN.

This is a collection of papers presented at the 1994 Annual Conference of the Reading Association of Ireland. The book is divided into four major sections: the teaching of reading; the teaching of writing; the psychology and sociology of reading; and the assessment of literacy. In all, some twenty-five papers cover a diverse range of topics relating to the education of children with literacy difficulties.

Taylor, Barbara; Harris, Larry; Pearson, P. David and Garcia, Georgia (2nd ed.) ***Reading Difficulties: Instruction And Assessment*** 512p. New York: McGraw-Hill, Inc. ISBN Pb 0-07-063182-4 £34.65. No information available on US price.

This book (first published in 1988 but now substantially revised) is an extremely comprehensive guide to understanding reading difficulties and providing sound instruction and assessment for low-achieving readers. In the first section the authors explore the reading process, how children normally move towards literacy and what kinds of factors can interfere with success. Part two, the bulk of the book, explores a range of assessment and intervention strategies. Finally some shorter sections examine traditional approaches to assessment, and explore supplemental reading instruction. The emphasis in the book is deliberately much more on instruction than assessment, and this is reflected in chapters on instruction preceding those on assessment. The

book emphasises informal assessment of students but does offer guidance to more formal methods.

Libraries

Kladder, Jeri ***Story Hour: 55 Preschool Programs For Public Libraries*** 240p Jefferson, North Carolina: McFarland and Co, Inc. (Distributed in the UK by Shelwing Ltd) ISBN Hb. 0-7864-0065-X £34.64. In USA, $38.50.

In the last decades public libraries on both sides of the Atlantic have become much more dynamic places, regularly running activities for children, and making libraries fun and accessible places, as well as providers of a valuable learning resource. Kladder aims to help librarians introduce books to preschool children and does so by providing a series of programmes, each containing four to eight sessions. Each programme is built around a theme (eg: animals, colours, families, senses, around the world etc.). Within each programme are suggestions for books, activities and audiovisual presentations. Although not all books, and probably most of the audio-visual presentations would be available to all librarians, they should have no trouble in adapting alternatives to fit in with the themes. The author provides a general introduction which outlines the rationale for the programmes and offers general guidance about running the sessions. The book contains a very large sectioned bibliography, and a substantial reference section of audiovisual resources and other professional resources.

Phtiaka, Helen ***The Beginning Of A Beautiful Friendship? The School Library And The GCSE*** London: The British Library. Library and Information Report No 93. ISBN Pb. 0-7123-3277-4. £18.00.

This book is based on a research project undertaken to see whether changes in secondary school evaluation had (a) affected teaching and learning styles, and (b) whether these changes were influencing information skills teaching and school library provision. The first section examines the development of school libraries since 1889, the second section focuses on case studies of four school libraries. The third part attempts to answer the questions posed by the research, by examining the evidence of the four case studies. The report concludes that whatever other changes may have impacted on schools the principal influence upon school libraries is school ethos.

Sanders, Evlin *Library Research Assignments: Photocopyable Worksheets Across The Curriculum For High Schools* 176p. Jefferson, North Carolina: McFarland and Co, Inc. (Distributed in the UK by Shelwing Ltd) ISBN Hb 0-7864-0066-8 £29.25. In the USA, $32.50.

The title of this book is fairly explicit. Most of the book is the 'photocopyable' worksheets covering themes such as: general research skills, American history, the arts, creative writing, geography, language arts, science and world history. In an introduction the author explains that the purpose of the tasks is to supplement classroom learning and promote knowledge, particularly that not found in textbooks. It is, of course, also to hone library research skills and aid the development of writing skills.

Assessment

Griffin, Patrick; Smith, Pat and Burrill, Lois *The American Literacy Profile Scales: A Framework For Authentic Assessment* 155p. Portsmouth, New Hampshire: Heinemann. ISBN 0-435-08831-9 $26.50. This book is published in Australia by Robert Anderson and Associates Pty Ltd.

These literacy profiles were developed by the authors in Australia and were used successfully for several years in several Australian schools. As a result of interest from US teachers the authors have developed a variation of their profiles that would satisfy the needs of North American schools. These have now been piloted in US schools and the book discussed here is the result. The profiles are descriptive rather than prescriptive and have as one aim the intent to help teachers look more carefully at, and document, what exactly it is children do with their reading and writing, rather than use tests which simply give over-simplified and uninformative results. The profiles use nine bands of development and five scales (reading, writing, spoken language, listening and viewing). This booklet provides the complete profiles.

Law, Barbara and Eckes, Mary *Assessment And ESL: A Handbook For K-12 Teachers* Winnipeg, Canada: Peguis Publishers. ISBN Pb. 1-895411-77-7 $21.00.

This handbook is designed to equip teachers with the well-attested knowledge and tools now available for the accurate contextual assessment of the progress of the ESL learner. The writers apply the latest theory and practice of language development and contextual assessment to the special issues involved in developing oral and literate

competencies in an additional language. From this basis a comprehensive practical policy is advanced for fostering and assessing such development in individual students. The various processes of assessment of second language learning are discussed within a framework of four themes: real language; whole language; enabling environments; and the learning continuum. The authors draw extensively on their personal professional experience, especially in offering four detailed case studies and a range of work samples.

Ransom, Kathryn; Roettger, Doris; and Staplin, Phyllis. et al. *Reading Assessment In Practice: A Professional Development Program For Elementary Teachers* (Video, readings, and user's handbook) Newark, Delaware: International Reading Association ISBN 0-87720-124-0 $395.00 USA format. $420.00 PAL format.

The complete package consists of a 44 minute video, a handbook, and ten sets of readings. The overall focus of the package is on assessment in the classroom context, what is termed in the programme as performance assessment. The video offers five demonstrations of assessment procedures and features comments from teachers about their practices. The handbook provides a range of suggestions and resources for trainers using the package with a group of teachers. Finally the set of readings contains twenty-five articles from *The Reading Teacher* and *The Journal of Reading* on the topic of assessment. Although an American package, a PAL version is available and moderate use in the UK suggests that it will be an effective educational tool in both the US and the UK.

SCRE *Taking A Closer Look At Reading/Taking A Closer Look At Writing* Edinburgh: Scottish Council For Educational Research ISBN Pb. 1 86003 000 9 £10.00.

These two pamphlets (not available separately) are written to help teachers in the day-to-day assessment of English at all levels. The reading pamphlet has six chapters which focus on different aspects of assessment of reading, while the writing pamphlet has four chapters on the development and assessment of writing. The information is fairly condensed but it clearly laid out. Both texts have a multitude of practical suggestions for teachers.

Shearer, Arleen and Homan, Susan ***Linking Reading Assessment To Instruction: An Application Worktext For Elementary Classroom Teachers*** 272p. New York: St. Martin's Press. ISBN Pb. 0-312-04765-7 $14.00. Distributed in the UK by Lawrence Erlbaum Associates £12.50.

This book is a compendium of tests, checklists, observation schedules, charts, and so on, which offer teachers and student teachers ways of evaluating reading development and progress in classrooms. The activities are grouped into a number of sections: self-evaluation; structured observations and interviews, using standardised test scores, identifying problem readers, informal reading inventories, evaluating comprehension, word-recognition and grouping and instructional design. The sections are preceded by a short chapter exploring a number of concepts relating to assessment and instruction.

Sweetman, Jim ***Making Assessments In English At Key Stage 3*** Bury St Edmunds: Courseware Publications. ISBN Pb. 1-898-73704-5 £12.95.

This book relates to the English National Curriculum and assessment at age fourteen. The author offers a history of assessment at Key Stage 3, explores the sorts of things that can be assessed, and offers a range of classroom-based tasks that can be used as practise tests. The author attempts to make the tasks reflect the current model of assessment but, of course, any book of this type will always be subject to the vagaries of political and educational change. Despite this, the book will be useful for Key Stage 3 teachers, especially the well documented history of the attempts during the last few years to formulate and introduce assessment for this age group.

Adult Literacy

Anon ***Teaching Literacy In Labour Market Programs*** Melbourne: National Staff Development Committee for Vocational Education and Training ISBN Hb. 0-642 23300 4 A$25.00 Distributed by National Languages and Literacy Institute of Australia.

This a training package for teachers of language and literacy working in programmes to increase literacy skills of the unemployed. As there are many such programmes in Australia, the manual is primarily directed to understanding the wider issues that transcend particular programmes. The result is that outcomes are based less on understanding the finer details of literacy development, and more on the macro feature: influences that impact upon provision of labour market programmes; effects of being unemployed on participants in such programmes; and the

needs of employers and codes of practice. The main opening section provides background on a range of the above issues while further sections cover models of good practice, additional resources (books, packages, journals etc) and a guide for presenters and facilitators. Although this manual is fairly specifically oriented to Australian programmes, it may nevertheless be interesting to others involved in training teachers for adult literacy programmes, to see how it is done in Australia.

Anon ***Handbook For Coordinators Of Adult Literacy Volunteer Tutor Programs*** Chad Stone, Victoria: National Staff Development Committee for Vocational Education and Training. ISBN Pb. 0-642-22480-3 A$25.00 Distributed by National Languages and Literacy Institute of Australia.

Most adult literacy programmes depend heavily on volunteers for their continued existence. This Australian manual is designed for these volunteers. Early sections discuss the place of volunteers in adult literacy education, and underlying principles of teaching and learning in such programmes. The major sections cover a large range of issues relating to the nature of volunteer tutor programmes, management, staffing, the assessment, placement and referral of students, pathways, finance, venues and resources, and programme development. Additional sections offer advice on working with volunteer tutors, and a good-sized bibliography. While many points raised in this manual are specific to Australia, it raises a lot of general issues about the role of volunteer tutors and the management of programmes.

Bradshaw, Delia (Ed.) ***Practice In Reading Values: Reflections On Adult Literacy Teaching*** Melbourne: National Languages and Literacy Institute of Australia. ISBN Pb. 1-875578-42-0 A$80.00.

This book is a collection of pieces all written by practitioners who work in the field of Adult Literacy and Basic Education. Together they offer an interesting picture of the many ways in which professional workers in Victoria, Australia, see their role, explore their practice and reflect on major issues in Adult Literacy and Basic Education. All the pieces were written originally as course work for a professional qualification. Through these pieces the reader is given considerable insight into a range of practices but, just as importantly, into a number of important theoretical insights and the ways in which these contribute to practices.

Brown, Ola (Ed.) ***Tips At Your Fingers: Teaching Strategies For Adult Literacy Tutors*** 140p. Newark, Delaware: International Reading Association ISBN Pb. 0-87207-141-3 $22.00.

The purpose of this book is to provide a research-based compilation of 'tried and tested' strategies for use by tutors of adult students. Most of the strategies have been adapted from articles in *The Journal of Reading*, and are derived from an holistic teaching methodology. There is considerable diversity in the strategies on offer and while the book is modestly sized, it nevertheless offers adult literacy tutors a very useful resource.

Fordham, Paul; Holland, Dory; and Millican, Juliet ***Adult Literacy: A Handbook For Development Workers*** 184p. Oxford: Oxfam and VSO. ISBN Hb. 0-85598-314-0 £24.95. ISBN Pb. 0-85598-315-9 £8.95.

This book is designed to help those working in the field of development, who while having no formal training in adult literacy, nevertheless need to work with people who require literacy skills. The book looks at the relationship between literacy and development, examines the role of literacy in development and the importance of literacy to development. The real power of this book is that it addresses itself to an international audience and an international need. The book helps interested people recognise and assess need, but gives considerable space to methods and practices people can use in devising and implementing training. One important section examines the rich range of print-materials and resources that can be used in literacy training. This book is clearly written, comprehensive yet concise and does an admirable job of providing practical advice which is supported by a reflective underpinning based upon serious consideration of important issues.

Kazemek, Francis and Rigg, Pat ***Enriching Our Lives: Poetry Lessons For Adult Literacy Teachers And Tutors*** 104p. Newark, Delaware: International Reading Association. ISBN 0-87207-137-5 $14.00.

This is a somewhat unusual book. The functional emphasis in adult literacy teaching sometimes leaves little room for enjoying the delights of language and this book offers a corrective to this problem. The book consists of nine sample lessons, each designed to make up one learning session. Through these lessons, students cover a range of aspects including different forms and different topics and in the process develop technical skills, use poetry for oral performance and examine the narrative poetry of song. A final, but important section, deals with publishing student work.

Mace, Jane (Ed.) ***Literacy, Language And Community Publishing: Essays In Adult Education*** 248p. Clevedon: Multilingual Matters ISBN Hb. 1-85359-280-3 £43.00. Pb. 1-85359-279-X £14.95. In USA, Hb $79.00 and Pb. $24.95.

This is a complex book whose title to some extent hides the significance of the issues it raises. The book has three major sections. In the first, authors explore the experiences of new writers who are moving towards publication. The second section deals with issues about the social status of writing and the ways in which this can be opened up by students. The final section is about the genesis of writing by adult students and how they can maintain ownership of their texts. These simple descriptions do not do justice to the richness nor the diversity of issues raised in the chapters. Almost all the chapters are case studies rich with examples, and raise so many deep level issues about the nature of language and literacy that readership of the book should extend way beyond those simply interested in adult education. This could be a very provocative, but productive book to use with teachers of all ages, as the issues addressed go to the heart of all literacy teaching.

Family Literacy

Baker, Linda; Afflerbach, Peter and Reinking, David (Eds.) ***Developing Engaged Readers In School And Home Communities*** 328p. New Jersey: Lawrence Erlbaum Associates ISBN Hb. 0-8058-1596-1 £46.95. ISBN Pb. 0-8058-1976-2 £19.95. In the USA, Hb. $69.95. Pb. $29.95.

"This book comprises a synthesis of current directions in reading research, theory and practice unified by what has been referred to as the engagement perspective of reading." Engagement seems to be a term which refers to readers who elect to read purposefully a range of texts in diverse situations, utilise previous knowledge to comprehend texts, and get involved in sharing and extending the meaning of texts. A particular implication of this position is that school experiences must operate practices which allow readers to become engaged. The various authors, mostly well-known for their work in literacy, explore the implications of engagement as an idea, and how engagement can be manifested in the school curriculum.

Delgado-Gaitan, Concha ***Protean Literacy: Extending Discourse On Empowerment*** 151p. London: Falmer Press. ISBN Hb. 0750704691 £40.00. ISBN Pb. 0750704705 £13.95. Taylor and Francis in USA.

This book extends reporting of a longitudinal study, conducted by the author, of a Latino community in Santa Barbara, California (see also her previous Falmer book "Literacy for Empowerment'). In this book she explores how a community group, COPLA, was formed, and developed from being a small support group to becoming a significant agent in negotiating with schools. In the process of engaging in COPLA activities, the Latino community developed a greater sense of the value of their own culture and its ways of using knowledge, learning and literacy. This development, which is what Delgado-Gaitan terms 'protean' also led them to a clearer understanding that despite efforts on the part of both COPLA and the schools, the power structures which maintain schooling as an institution ultimately operate in ways which mitigate against minority groups. The book's message, however, is not a negative one; the benefits to the community of understanding the distinctiveness of its identity were immense.

Hannon, Peter ***Literacy, Home And School: Research And Practice In Teaching Literacy With Parents*** 180p. London: Falmer. ISBN Hb. 0-7507 0359-8 £36.00. ISBN Pb. 0-7507-0360-1 £12.95. In the USA, Hb. $75.00. Pb. $24.95.

This is an eagerly awaited book as the author has over many years gained a high reputation for his work on home-school relationships in relation to literacy education and development. This is a very timely book; it is one of several related to this topic which have appeared during 1995. However, unlike all the others this is one person's account rather than an edited volume. The strength of this is in the coherence and continuity of the text. It is a very comprehensive account bringing perspectives from history, sociology, anthropology and psychology into an integrated account. Central to the book is a long series of studies in which the author has been centrally involved. The final chapter 'What have we learned? What do we need to know?' considers what all the research in the area adds up to, and provides a thoughtful agenda for future study.

Morrow, L. (Ed.) ***Family Literacy: Connections In Schools And Families*** 280p. Newark, Delaware: International Reading Association. ISBN 0-87207-127-8. Price $20.00.

This book, for the most part, surveys a range of family literacy-related

programmes, mostly from the United States. Some have emerged from within schools or academia, and some are the result of sponsorship by large organisations. Between them the chapters give a substantial picture of what is going on in the USA, but it is disappointing, in a book published by the International Reading Association, that so little is said about what is being done in the rest of the world (for some perspectives on this see Wolfendale and Topping's book on page 50). A few chapters move outside descriptions of programmes and raise issues of a wider nature. Especially important is Auerbach's chapter which sets a social and ethical context for family literacy programmes.

Morrow, L. Tracey, D. and Maxwell, C. ***A Survey Of Family Literacy In The United States*** 140p. Newark, Delaware: International Reading Association. ISBN 0-87207-131-6. $14.00.

This is, essentially, a resource book for people who want general information about a range of family literacy programmes. Each programme gets only a very brief report, but where possible there are references for further reading and occasionally an address to which people can write for further information.

Purcell-Gates, Victoria ***Other People's Words: The Cycle Of Low Literacy*** 256p. Cambridge, Massachusetts: Harvard University Press. ISBN 0-674-64497-2. £18.95. In USA, Hb. $29.95.

While family literacy has become a vogue word, it is too often used in conjunction with programmes teaching parents to work with children to improve the children's literacy skills. Far fewer studies exist of how people use literacy in their lives. This new study by Purcell-Gates transcends these categories and is a valuable addition to thinking about the social practice of literacy. The book is based around her work with one white, urban Appalachian family who in conventional terms would be illiterate. The author shows that this is not an adequate representation of their social worlds, and re-characterises them as members of a low-literacy but highly oral group, whose relationship with literacy is not one of simply lacking technical proficiency but is one in which a number of factors have, in complex ways, operated to maintain their separation from a culture of literacy.

Rosow, La Vergne ***In Forsaken Hands: How Theory Empowers Literacy Learners*** Portsmouth, New Hampshire: Heinemann. ISBN Hb. 0-435-08116-0 $24.95.

This book is mostly a series of powerful vignettes which go to the heart

of many literacy issues. The vignettes all relate to children failing or adults who have failed. To some extent the diversity of these stories complements Purcell-Gates' new book (see above) which concentrates upon one family. In many respects this book has a great deal more to say about family literacy than do many books explicitly written on the topic. As the book develops so she unearths some devastating practices on the part of schools, teachers and other agencies. Rosow's intent is to help these learners have more ownership of their problem and give them some understanding that the factors which cause such failure are often ones which have little to do with their ability.

Shockley, Betty; Michalove, Barbara and Allen, JoBeth *Engaging Families: Connecting Home And School Literacy Communities* Portsmouth, New Hampshire: Heinemann. ISBN Pb. 0-435-08845-9 $21.50

In this book the authors critique some of the practices embedded in many parental improvement programmes and offer an alternative based upon partnership. The main medium through which these partnerships were forged was a kind of dialogue journal in which teacher and parents could share information, views and experiences. Despite the authors' claims that their families came from different levels of ability, one wonders how the detail and length (which was substantial) of the invitations to the parents to write would have been received by those parents discussed by Rosow (see above) or the family who worked with Purcell-Gates (see above). The families and the school in this book certainly did build stronger relationships and this book offers a good account of how this was done. Whether it would work for all parents is a more difficult question.

Topping, Keith *Paired Reading, Spelling And Writing: The Handbook For Teachers and Parents* 208p. London: Cassell. ISBN Pb. 0-304-32942-8. £16.99.

Keith Topping's Paired Reading work has been established over many years. This has now been extended to include spelling and writing, and he has now produced a comprehensive manual for teachers who wish to operate the approach with tutors (who might be from a range of groups including parents, non-teaching staff, children, senior citizens etc.). The process involves children working with one person only, and that tutor has to follow a specific, structured procedure. Each of the three sections includes a fairly detailed rationale, clear and specific procedural details and guidance on evaluation. The book also includes a substantial number

of reproducible handouts covering the salient points of the programmes, so that these can be used easily for training potential tutors.

Wolfendale, Sheila and Topping, Keith (Eds) ***Family Involvement In Literacy: Effective Partnerships In Education*** 176p. London: Cassell. ISBN Hb: 0-304-33422-7 £40.00; ISBN Pb: 0-304-33423-5 £11.99. In USA, Hb. $60.00. Pb. $18.95.

The editors of this book have a long history of being associated with programmes designed to help parents, children and schools work together. In this book they have brought together a range of international contributors, each of whom writes about the particular programme with which they have been associated. The programmes come from the UK, the USA, Australia and New Zealand and make a comprehensive collection. Many of the contributors are well known for their involvement in family literacy programmes. Each programme is described in some detail and this will makes the book valuable to anyone looking to select approaches from among the many available. The book has a very useful resource index.

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